

Inspection report for early years provision

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Inspection date	26/02/2010
Inspector	Nighat Ghani
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder has been registered since 2006. She lives with her husband and three children aged 10, eight and seven years in the Stretford area of Trafford. The whole of the ground floor, including the through-lounge is used for childminding. There is a fully enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and both parts of the Childcare Register. Currently there are three children on roll, one of whom are on the Early Years Register. Children can be taken to and collected from local schools and nurseries. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development through the provision of interesting learning opportunities. The childminder appropriately promotes the children's welfare, which includes effective safeguarding procedures. The childminder recognises each child in her care as an individual and inclusion is well promoted. She is aware that the key areas for improvement centre around self-evaluation, planning and involving parents in their children's learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the arrangements for observations and assessments, so they can be used to assist in planning enjoyable and challenging learning and development experiences and ensuring that children are making progress in all the six areas of learning
- work in partnership with parents by involving them in their children's continuous learning and development
- develop further quality improvement processes in the setting to extend effective practice and help improve outcomes for every child.

The effectiveness of leadership and management of the early years provision

The childminder is committed to meeting the children's individual needs. She demonstrates a good knowledge and understanding of the Early Years Foundation Stage framework and incorporates it well into her practice. The childminder has a secure understanding of safeguarding issues and the procedures to be followed if she has concerns about a child's welfare. Day-to-day records relating to the care of the children are all in place and stored to ensure confidentiality. Effective risk assessments are undertaken to ensure the children's safety. The childminder

recognises the importance of continuous improvement and has attended a variety of training courses.

The childminder has developed a portfolio which includes written policies and procedures. A copy of the policies is given to the parents, who sign to confirm they have read and understood them. Daily verbal information is exchanged regarding the children's daily routines and the progress they are making. However, systems are not in place to involve parents in their child's continuous learning and development. The childminder has started to identify some of her strengths and weaknesses through a self-evaluation process. However, this is not robust enough to target specific areas for development to bring about improvements.

The childminder provides an inclusive environment where all children and parents are welcomed. She has a good awareness of the differing learning styles of girls and boys and of the importance of valuing linguistic diversity. She is aware that she will have to work with other professionals to meet the needs of children with special educational needs and/or disabilities. The childminder is well organised to ensure children are provided with good care and education and their individual needs are met. She operates a gradual admission policy which gives each child the opportunity to explore and get familiar with the new environment. The childminder also gets to know the parents during this time and she ensures good information is gathered about the specific needs of each child. She uses this information as a starting point to ensure good progress is made while the children are in her care. However, there is no system in place to involve parents in their children's individual learning and development.

The quality and standards of the early years provision and outcomes for children

The children are cared for in a spacious, attractive and child-friendly premises. The organisation of the childminder's home encourages purposeful play and exploration, which enables children to make independent choices and be active in instigating their play and learning. The childminder has a sound knowledge of the learning and development requirements which has a significant impact on children's progress. The childminder clearly understands how activities and routines promote children's learning. She knows the children very well and talks about their different personalities and needs. As a result, the childminder is able to identify their developmental needs. She is keen and eager to learn and has started to keep written observations on the children which are linked to the six areas of learning. However, she does not monitor these observations to ensure children are progressing in all the six areas of learning. Children's next steps are clearly identified, however, this information is not used to plan for individual children.

The children's learning is well supported by the childminder as she is always on hand to offer advice, give ideas or encourage children to think about what they are doing and what they could do next. Young children enjoy dancing to music and listening to stories. They develop an awareness of the wider world and diversity through the celebration of different festivals and positive images in their toys and resources. Young children enjoy building with the bricks; for example, they build

towers by counting and carefully placing the bricks on each other and then applaud their own achievement by clapping their hands. Babies explore textured resources and materials from a treasure box.

Effective hygiene routines are in place to eliminate the cross-contamination of germs. These include an effective nappy changing routine, clean bedding and regular hand washing for everybody at appropriate times. Children's well-being is fostered as clear procedures are in place for the safe administration of medication and the reporting of accidents. Children are made aware of safety issues as they practise emergency evacuation routines on a regular basis. They enjoy meals that are freshly cooked by the childminder. Good emphasis is placed on ensuring meal times are social occasions and they provide useful opportunities for children to develop their self-help and social skills. The children benefit from fresh air and exercise as they play in the back garden and visit the park on a regular basis, where they use large equipment, such as the slide, seesaw and swing, which promotes their coordination and muscular control. Children generally acquire skills and abilities which are appropriate to their age, and their progress ensures that they are well prepared for their future learning needs.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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